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ABSTRACT

This research study describes results of a survey developed from the Sixteen Personality Factor Questionnaire and the Myers-Briggs Type Indicators and administered to 45 graduate students, including both counseling and education administration students. Previous research suggested that there were specific personality traits for counselor candidates; some research had even gone so as to distinguish traits for effective and ineffective counselors. Effective counselor candidates were characterized as confident, friendly, accepting, outgoing, efficient, and assertive; highly rated counselors showed more nurturing, affiliation, anxiety, and conformity tendencies. Some studies have found counselors and educators to be more similar than different in their perceptions of students, interpersonal values, and reactions to frustrations. A statistical analysis of the data obtained from this study group showed that there were distinguishing personality traits shown by counseling students as compared to the other group. It indicated that counselors more than administrators tended to feel it was a greater compliment to be called "a person of real feeling" rather than "a consistently reasonable person." It therefore confirmed the existing evidence that counselors do have distinct personality traits. However, more study on the outstanding personality traits of education/administration students needs to be done before conducting any further comparative studies. (CC)

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ED 371 260

PERSONALITY TRAITS OF GRADUATE COUNSELING STUDENTS AS COMPARED TO EDUCATION ADMINISTRATION/ SUPERVISION STUDENTS

by

Pat Ledyard

A research study

submitted in partial fulfillment

of the requirements for a course, ASE 579

Sam Houston State University

May 1994

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Abstract

Personality Traits of Graduate Counseling Students

As Compared to Education Administration/

Supervision Students

by

Pat Ledyard

The purpose of this research study was to determine if there are distinguishing personality traits that counselor candidates possess. A survey was conducted in the Methods of Research classes in a state university in Texas in the Spring of 1994. Two classes of 45 graduate students completed the survey. Of those 45 students, 28 were counseling students and 17 were supervision/administration students. There were 30 females and 15 males included in the study.

The 19 questions on the survey were developed from the Sixteen Personality Factor Questionnaire and the Myers-Briggs Type Indicators. Responses were recorded on Scantron forms. The responses were scanned by a Scantron 1100 Data Entry Terminal into an International Business Machines computer and were analyzed by a program that generated frequencies and percentages. Responses to four selected questions on the survey were entered into a Macintosh Classic computer for statistical analysis using the Statworks program. Chi-square tests were completed on these questions.

When asked if they were persons of "real feelings" or "consistently reasonable people", the responses showed on the Chi-square test a

value of 44.86 the P = .000 which is significant at p<.05. Therefore, the null hypothesis was rejected because there was a significant difference shown in personality traits of graduate counseling students compared to education administrative/supervision students.

This study showed that there were distinguishing personality traits by counselor candidates as compared to education administration/supervision students. It also showed that there were shared traits between the two groups.

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Chapter 1

INTRODUCTION

General Introduction

Studying the personality characteristics needed by guidance and now professional counselors has challenged counselors and counselor educators for over five decades. This area of study has had a shift of emphasis from that of describing desirable counselor characteristics to one of testing abilities, interest, attitudes, and personality traits of persons working as counselor or of those enrolled in graduate work preparing to become counselors.

Numerous studies have been made to survey the opinions of others concerning personality characteristics of effective counselors or counselor candidates. Instruments such as Strong Vocational Interest Blanks, Minnesota Multiphasic Personality Inventories, Allport-Vernon Study of Values, Sixteen Personality Factor Questionnaire and the Myers-Briggs Type Indicators have been used and have added to our knowledge of counselor characteristics.

Statement of the Problem

Currently there is little screening of students entering into the graduate-counseling program other than grade point average. Some graduate students entering into the counseling program appear to have the personality traits that can not be developed into effective counselors upon completion of the program.

Purpose

The purpose of this study is to determine if there are distinguishing personality traits that potentially competent- counselor candidates possess in the counseling program.

Importance of the Study

If there are distinguishing personality traits that counselors possess then this could be used as part of the entrance criteria for entering the graduate counseling program in order to eliminate those from the program that would be ineffective counselors.

Definition of Terms

1. Personality. The combination of an individual of all the relatively enduring dimensions of individual differences on which he can be measured. It is that which predicts behavior.

2. Traits. The attributes by which personality is described and measured.

Null Hypothesis

There is no significant difference in personality traits of graduate counseling students compared to education administration/supervision students.

Limitations and Delimitations

The study is limited to graduate students at Sam Houston State University and delimited to counseling and administration/supervision students in two graduate classes of Methods of Research in the Spring of 1994.

Assumption

1. Students in the Methods of Research classes are representative of students in the counseling and administration/supervision classes.

Chapter 2

REVIEW OF LITERATURE

Introduction

The study of personality originally began in the early 1900's with the personality theories created by Sigmund Freud, Carl Jung, and Harry Stack Sullivan, who were medical practitioners engaged in psychotherapy. Freudian theory is concerned with the personal unconscious and its control by the ego, the superego, and the demands of reality. (Byrne, p. 34, 1974) Jung's theory may be seen as focusing on the collective unconscious, man's racial wisdom, and his evolutionary potential. (Byrne, p. 44, 1974) Sullivan's theory focus is turned outward on man's interpersonal relationships. He stresses the observable interactionship between and among people rather than the hypothesized inner working of the psyche. (Byrne, p. 51, 1974) Personality theories have primarily provided us with the understanding of human behavior.

Many studies have been done in an attempt to identify the personality characteristics of counselors and counselor candidates in an attempt to understand what makes an effective counselor. For fifty years studies focusing on how counselors are viewed by themselves, by others, and in comparison to others has been found in the literature.

Studies Emphasizing the Personality Characteristics of the Counselor

Identification of personal qualities essential for effective counseling has long been a concern of counselor educators and has engaged the attention of innumerable investigators. Attempts to identify the essential non-intellective,

variables have been frustrated by inadequate instruments, a lack of appropriate criteria, and the general elusiveness of the qualities themselves. The matter has been further complicated by the acknowledged inability of counselor educators to reach total agreement in terms of personality characteristics necessary for counseling effectiveness.

Effective male counselor candidates may be characterized as confident, friendly, affable, accepting, and likable. They generally appeared to be satisfied with themselves and their surroundings. Effective female counselor candidates in this study presented themselves as outgoing and efficient, giving an appearance of confidence, assertiveness, and outgoingness. (Johnson, Shertzer, Linden & Stone, p. 302, 1967)

A 1970 study by Jansen, Robb, and Bonk noted that it has proven difficult to distinguish between effective and ineffective counselors. The most effective counselors showed significantly more nurturing and affiliation than the counselors judged least effectively. The high-rated counselors tended to have higher ranks on categories related to anxiety and conformity and lower ranks on categories purported to measure persistence and emotional responsivity when compared with low-rated counselors. Thus, the high-rated counselors apprised to be more anxious, more alert and sensitive to others, more yielding to the demands of others, and more open to change than their low-rated counterparts. (Jansen, Robb, & Bonk, p. 169, 1970)

Wiggins' and Weslanders' study revealed that effective counselors had high Social and Artistic codes on the Vocational Preference Inventory. Ineffective counselors had relatively high Realistic and Conventional codes. In this study, an

increase in counselors' self-esteem was accompanied by an increase in tolerance for ambiguity. This study demonstrated some definite differences between groups of counselors rated as effective or ineffective. Ineffective counselors are rated low by the supervisor, are dissatisfied with their jobs, have low self-esteem, and have a lower level of tolerance for ambiguity. Effective counselors are rated high by their supervisors, are happy with their jobs, have high self-esteem, and have a high level of tolerance of ambiguity. (Wiggins & Weslander, p. 34, 1986)

Mahan and Wicas characterized counselors as highly controlled, as sensitive to the expectations of society and authority, as "doers" rather than "thinkers," as defenders of the established order, and as rather repressed individuals not given to introspection or self-analysis. (Mahan & Wicas, p. 81, 1964)

A 1967 study conducted by Freedman, Antenen, and Lister showed that there is a strong, predictable relationship between counselor personality characteristics and counselor verbal response patterns. In counselor education the implications of this study might be most helpful in terms of selection and evaluation of counselor candidates. (Freedman, Antenen and Lister, p. 29, 1967)

An article concerned with predicting counselor success on the basis of selected personality characteristics stated that the most promising dimensions relevant to counseling effectiveness were autonomy, alienation, withdrawal, and guardedness. The most effective counselors indicated significantly more nuturance, and affiliation and the least effectiveness were autonomy, abasement, and aggression. (Demos & Zuwaylif, p. 165, 1966)

Studies of Others Concerning Personality Characteristics

In 1962 Stefflre, King, and Leafgren completed a study in an exploration of the use of peer judgment as a criterion for the identification of differences between those who are rejected as not being effective counselors. This study showed that counselors categorized each other with remarkable accuracy into those to be sought out as counselors and those who would not be sought out.

One hundred and sixteen graduate students, in a 1964 study, enrolled in an introductory course in counseling and they were asked, "If you found it necessary to seek out the services of a counselor, what personal characteristics would you want this person to possess?" A ranking of the top ten of those characteristics preferred are as follows: understanding, a good background in counseling, one who keeps confidence, one who is interested in me as a person, friendly, neat in appearance, calm and pleasant voice, one who is able to put me at ease, accepting, and a good listener. (McQuary, p. 146-147, 1964)

Another study in 1966 attempted to explore differences between high and low-rated counselors by supervisors and peers. This study used objective instruments designed to explore selected facets of personality. High-rated counselors in this study achieved a pattern of scores that could be interpreted to indicate that they are anxious, sensitive to the expectations of others and society, patient and non-aggressive in interpersonal relationships, and concerned about social progress but always with appropriate self-control. (Wicas & Mahan, p. 55, 1966)

A study surveying the client's opinion on personality differences and expectations about counseling was completed in 1989 by Craig and Hennessy.

This study concluded that a meaningful relationship between a reliable personality dimension and the expectations that client brings to the counseling process in terms of the role of the counselor was found. Craig and Hennessy stated that the degree to which those expectations are either realized or refuted can certainly be seen to have an impact not only on the initial progress of counseling, but also on the ultimate outcome of the counseling. (Craig & Hennessy, p. 405, 1989)

A 1991 study examined the effects of facilitative behaviors and subjects' warmth. Results suggested that both counselors' behaviors and clients' warmth are important correlates of the clients' perceptions of the counseling relationship. This data also suggested that the idea that the therapist can enhance the quality of the therapeutic relationship by her verbal and nonverbal behaviors such as eye contact, forward lean, and reflections of feelings. (Neidigh, p. 1104, 1991)

Studies Focusing on Personality Traits

In 1965, Whetstone conducted a study on personality differences between selected counselors and effective teachers. It was found that counselors and teachers are more similar than different in their perceptions of students, interpersonal values, and reactions to frustrations. Differences in the interpersonal values of counselors and teachers are found in the area of values that describe a certain type of helping relationship, namely, doing things for others, helping the unfortunate, and being generous. Teachers show a great tendency to protect the self from attacks of frustration and counselors tend to focus on sources of frustration more often than teachers. Teachers possess personality characteristics that are more consistent with conforming individuals than do counselors. (Whetstone, p. 889, 1965)

In Felker's study in 1970 on the comparison of characteristics of the counselor candidates and graduate students in education found some evidence that counselors-in-training are more oriented toward personal interactions and more seeking of service and advancement than are teachers taking graduate work in areas other than guidance and counseling. The counselors-in-training would appear more casual, more outgoing, and less philosophically minded.

Jansen's, Bonk's, and Robb's study in 1973 was a comparison of counselor, supervisor and teacher candidates in graduate school Analysis of the differences between subgroups of both sexes on the intellective and nonintellective measures indicated that counselor candidates of both sexes tended to possess more scholastic aptitude than candidates majoring in noncounseling areas. Male counseling candidates appeared significantly more sociable, emotional stable, objective, and friendly. Female counselor candidates ranked high in restraint, emotional stability, objectivity, and personal relations. (Jansen, Bonk, & Robb, p. 60-61, 1973)

Schuttenberg, O'Dell and Kaczala conducted a study on the vocational personality types and sex-role perceptions of teachers, counselors and educational administrators. He found that school counselors needed a deeper understanding of androgyny. This would be helpful not only to improve their own counseling approaches but also to enable them to become more sensitive to the problems and needs of their clients in the areas of masculine and feminine behavior and role modeling. Helping male and female students make realistic career goals would also be a potential benefit of a more thorough understanding of androgyny.

For administrators, further understanding of masculine and feminine approaches to leadership, decision making, and interpersonal relationships, would help them recognize the strengths of different administrative strategies, to widen their own behavioral repertoires, and to become more tolerant of administrative styles different from their own. (Schuttenberg, O'Dell & Kaczala, p.70, 1990)

Chapter 3

METHODS AND PROCEDURES

To determine if there was a significant difference in personality traits of graduate counseling students compared to education administration/supervision students a survey which is included in the appendix was conducted in the Methods of Research classes in the Spring of 1994. Two classes of 45 graduate students completed the survey. Of those 45 students, 28 were counseling students and 17 were supervision/administration students. There were 30 females and 17 males included in the study. The 19 questions on the survey were developed from the Sixteen Personality Factor Questionnaire and the Myers-Briggs Type Indicators.

The responses were scanned by a Scantron 1100 Data Entry Terminal into an International Business Machines computer, and were analyzyed by a program that generated frequencies and percent ages. The responses to four selected questions on each of the 45 questionnaires were entered into a Macintosh Classic computer for statistical analysis using the program. These questions were numbers 3, 4, 11, and 13. Chi-square tests were completed for counselors and administrators against each variable in the questions mentioned. A significance of .05 was chosen as the level at or below which sampling error alone could not account for the results of the test.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

Of the 45 questionnaires given to the two graduate classes of Methods of Research all were returned, which represents a 100 percent return rate. The data were collected so that specific questions would be investigated and frequency and percentage tables were developed. Chi-square analyses were performed on the variables from the data on four specific questions.

Tables 1 through 7 showed frequency and percentage data of responses to the Personality Traits Survey. Table 1 gave the frequency and percentages of the responses to each question on the Personality Traits Survey. Significant information from Table I showed that of the 45 graduate students that responded to the survey 28 were counseling students and 17 were administrators or supervision students. Of those answering the questionnaire, 67 percent were female and 33 percent were male graduate students.

Table 2 revealed how the counseling students answered the survey, while Table 3 displayed the responses of administrative students. Question three showed that 57 percent of the counselors and 88 percent of the administrators disclosed when asked they said that they would always be glad to join a large gathering, for example, a party, dance, or public meeting. On the survey, question 11 showed that 79 percent of the counselors and only 41 percent of the administrators responded that it a higher compliment to be called a person of real feeling rather than a consistently reasonable person. Ninety-six percent of the counselors and 59 percent of the administrators revealed on question 14

Table 1

Frequency and Percentage Data of Responses to the Personality Traits Survey

Sam Houston State University

PERCEPTION OF PERSONALITY TRAITS-COUNSELORS VS. ADMINISTRATORS/SUPERVISORS

Total Responding: 45 NR=No Response Date: **4-4-94**

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	28	17	0	0	0	0	45	1.4
Percent:	62%	38%	0%	0%	0%			
2. Number:	30	15	0	0	0	0	45	1.3
Percent:	67%	33%	0%	0%	0%			
3. Number:	31	14	0	0	0	0	45	1.3
Percent:	69%	31%	0%	0%	0%			
4. Number:	26	19	0	0	0	0	45	1.4
Percent:	58%	42%	0%	0%	0%			
5. Number:	25	20	0	0	0	0	45	1.4
Percent:	56%	44%	0%	0%	0%			
6. Number:	24	21	0	0	0	0	45	1.5
Percent:	53%	47%	0%	0%	0%			
7. Number:	18	27	0	0	0	0	45	1.6
Percent:	40%	60%	0%	0%	0%			
8. Number:	25	20	0	0	0	0	45	1.4
Percent:	56%	44%	0%	0%	0%			
9. Number:	32	13	0	0	0	0	45	1.3
Percent:	71%	29%	0%	0%	0%			
10. Number:	26	19	0	0	0	0	45	1.4
Percent:	58%	42%	0%	0%	0%			
11. Number:	29	16	0	0	0	0	45	1.4
Percent:	64%	36%	0%	0%	0%			
12. Number:	23	22	0	0	0	0	45	1.5
Percent:	51%	49%	0%	0%	0%			
13. Number:	35	10	0	0	0	0	45	1.2
Percent:	78%	22%	0%	0%	0%			
14. Number:	37	8	0	0	0	0	45	1.2
Percent:	82%	18%	0%	0%	0%			
15. Number:	28	17	0	0	0	0	45	1.4
Percent:	62%	38%	0%	0%	0%			
16. Number:	25	20	0	0	0	0	45	1.4
Percent:	56%	44%	0%	0%	0%			
17. Number:	6	39	0	0	0	0	45	1.9
Percent:	13%	87%	0%	0%	0%			
18. Number:	38	7	0	0	0	0	45	1.2
Percent:	84%	16%	0%	0%	0%			
19. Number:	32	13	0	0	0	0	45	1.3
Percent:	71%	29%	0%	0%	0%			

*** See Appendix B; page 37 for questions**

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Table 2

Frequency and Percentage Data of Responses to the Personality Traits Survey by Counseling Students

Sam Houston State University
SURVEY OF COUNSELING STUDENTS PERCEPTIONS OF PERSONALITY TRAITS

Total Responding: 28 NR=No Response Date:

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	28	0	0	0	0	0	28	1.0
	Percent:	100%	0%	0%	0%	0%			
2.	Number:	17	11	0	0	0	0	28	1.4
	Percent:	61%	39%	0%	0%	0%			
3.	Number:	16	12	0	0	0	0	28	1.4
	Percent:	57%	43%	0%	0%	0%			
4.	Number:	17	11	0	0	0	0	28	1.4
	Percent:	61%	39%	0%	0%	0%			
5.	Number:	14	14	0	0	0	0	28	1.5
	Percent:	50%	50%	0%	0%	0%			
6.	Number:	14	14	0	0	0	0	28	1.5
	Percent:	50%	50%	0%	0%	0%			
7.	Number:	8	20	0	0	0	0	28	1.7
	Percent:	29%	71%	0%	0%	0%			
8.	Number:	18	10	0	0	0	0	28	1.4
	Percent:	64%	36%	0%	0%	0%			
9.	Number:	18	10	0	0	0	0	28	1.4
	Percent:	64%	36%	0%	0%	0%			
10.	Number:	13	15	0	0	0	0	28	1.5
	Percent:	46%	54%	0%	0%	0%			
11.	Number:	22	6	0	0	0	0	28	1.2
	Percent:	79%	21%	0%	0%	0%			
12.	Number:	13	15	0	0	0	0	28	1.5
	Percent:	46%	54%	0%	0%	0%			
13.	Number:	19	9	0	0	0	0	28	1.3
	Percent:	68%	32%	0%	0%	0%			
14.	Number:	27	1	0	0	0	0	28	1.0
	Percent:	96%	4%	0%	0%	0%			
15.	Number:	17	11	0	0	0	0	28	1.4
	Percent:	61%	39%	0%	0%	0%			
16.	Number:	14	14	0	0	0	0	28	1.5
	Percent:	50%	50%	0%	0%	0%			
17.	Number:	4	24	0	0	0	0	28	1.9
	Percent:	14%	86%	0%	0%	0%			
18.	Number:	24	4	0	0	0	0	28	1.1
	Percent:	86%	14%	0%	0%	0%			
19.	Number:	17	11	0	0	0	0	28	1.4
	Percent:	61%	39%	0%	0%	0%			

* See Appendix B; page 37 for questions

Table 3

Frequency and Percentage Data of Responses to the Personality Traits Survey by Administrative Students

Sam Houston State University
SURVEY OF ADMINISTRATIVE STUDENTS PERCEPTIONS OF PERSONALITY TRAITS

Total Responding: 17 NR=No Response Date: 4-4-94

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	0	17	0	0	0	0	17	2.0
	Percent:	0%	100%	0%	0%	0%			
2.	Number:	13	4	0	0	0	0	17	1.2
	Percent:	76%	24%	0%	0%	0%			
3.	Number:	15	2	0	0	0	0	17	1.1
	Percent:	88%	12%	0%	0%	0%			
4.	Number:	9	8	0	0	0	0	17	1.5
	Percent:	53%	47%	0%	0%	0%			
5.	Number:	11	6	0	0	0	0	17	1.4
	Percent:	65%	35%	0%	0%	0%			
6.	Number:	10	7	0	0	0	0	17	1.4
	Percent:	59%	41%	0%	0%	0%			
7.	Number:	10	7	0	0	0	0	17	1.4
	Percent:	59%	41%	0%	0%	0%			
8.	Number:	7	10	0	0	0	0	17	1.6
	Percent:	41%	59%	0%	0%	0%			
9.	Number:	14	3	0	0	0	0	17	1.2
	Percent:	82%	18%	0%	0%	0%			
10.	Number:	13	4	0	0	0	0	17	1.2
	Percent:	76%	24%	0%	0%	0%			
11.	Number:	7	10	0	0	0	0	17	1.6
	Percent:	41%	59%	0%	0%	0%			
12.	Number:	10	7	0	0	0	0	17	1.4
	Percent:	59%	41%	0%	0%	0%			
13.	Number:	16	1	0	0	0	0	17	1.1
	Percent:	94%	6%	0%	0%	0%			
14.	Number:	10	7	0	0	0	0	17	1.4
	Percent:	59%	41%	0%	0%	0%			
15.	Number:	11	6	0	0	0	0	17	1.4
	Percent:	65%	35%	0%	0%	0%			
16.	Number:	11	6	0	0	0	0	17	1.4
	Percent:	65%	35%	0%	0%	0%			
17.	Number:	2	15	0	0	0	0	17	1.9
	Percent:	12%	88%	0%	0%	0%			
18.	Number:	14	3	0	0	0	0	17	1.2
	Percent:	82%	18%	0%	0%	0%			
19.	Number:	15	2	0	0	0	0	17	1.1
	Percent:	88%	12%	0%	0%	0%			

* See Appendix B; page 37 for questions

that for parents, it is more important to help their children develop their affections rather than teach their children how to control emotions. When asked if they talk about expressing their feelings on question seven, 71 percent of the counselors and only 41 percent of the administrators reacted that they readily did, whenever, they had a chance. Eighty-six percent of the counselors and 82 percent of the administrators answered on question 18, if someone got mad at them, they would try to calm that person down rather than get irritated.

Table 4 illustrated the frequency and percentage data of how the males responded to the survey, and Table 5 showed how the females reacted. Seventy-three percent of the males and 80 percent of the females disclosed that they sometimes couldn't get to sleep because an idea kept running through their mind. On question 14, when asked if it were more important for parents to help their children develop their affections rather than teach them how to control their emotions, 80 percent of the males and 83 percent agreed that developing their affections was more important. The males made evident by 67 percent that they sometimes doubted whether people were interested in what they were saying, when asked question 16. The females by 67 percent responded that they believed that people were interested in what they were saying. Seventy-three percent of the males and 93 percent of the females reported that they did not always keep the expression of their feelings under exact control. Of the Males, 93 percent and 80 percent of the females on question 18 reported that if someone got mad at them, they would try to calm that person down.

Table 4

Frequency and Percentage Data of Responses to the Personality Traits Survey by Male Students

Sam Houston State University
SURVEY OF MALE PERCEPTIONS OF PERSONALTIY TRAITS

Total Responding: 15 NR=No Response Date: 4-4-94

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	11	4	0	0	0	0	15	1.3
	Percent:	73%	27%	0%	0%	0%			
2.	Number:	0	15	0	0	0	0	15	2.0
	Percent:	0%	100%	0%	0%	0%			
3.	Number:	8	7	0	0	0	0	15	1.5
	Percent:	53%	47%	0%	0%	0%			
4.	Number:	8	7	0	0	0	0	15	1.5
	Percent:	53%	47%	0%	0%	0%			
5.	Number:	10	5	0	0	0	0	15	1.3
	Percent:	67%	33%	0%	0%	0%			
6.	Number:	8	7	0	0	0	0	15	1.5
	Percent:	53%	47%	0%	0%	0%			
7.	Number:	7	8	0	0	0	0	15	1.5
	Percent:	47%	53%	0%	0%	0%			
8.	Number:	9	6	0	0	0	0	15	1.4
	Percent:	60%	40%	0%	0%	0%			
9.	Number:	10	5	0	0	0	0	15	1.3
	Percent:	67%	33%	0%	0%	0%			
10.	Number:	8	7	0	0	0	0	15	1.5
	Percent:	53%	47%	0%	0%	0%			
11.	Number:	9	6	0	0	0	0	15	1.4
	Percent:	60%	40%	0%	0%	0%			
12.	Number:	6	9	0	0	0	0	15	1.6
	Percent:	40%	60%	0%	0%	0%			
13.	Number:	11	4	0	0	0	0	15	1.3
	Percent:	73%	27%	0%	0%	0%			
14.	Number:	12	3	0	0	0	0	15	1.2
	Percent:	80%	20%	0%	0%	0%			
15.	Number:	11	4	0	0	0	0	15	1.3
	Percent:	73%	27%	0%	0%	0%			
16.	Number:	5	10	0	0	0	0	15	1.7
	Percent:	33%	67%	0%	0%	0%			
17.	Number:	4	11	0	0	0	0	15	1.7
	Percent:	27%	73%	0%	0%	0%			
18.	Number:	14	1	0	0	0	0	15	1.1
	Percent:	93%	7%	0%	0%	0%			
19.	Number:	9	6	0	0	0	0	15	1.4
	Percent:	60%	40%	0%	0%	0%			

* See Appendix B; page 37 for questions

Table 5

Frequency and Percentage Data of Responses to the Personality Traits Survey by Female Students

Sam Houston State University
SURVEY OF FEMALE PERCEPTIONS OF PERSONALITY TRAITS

Total Responding: 30 NR=No Response Date: 4-4-94

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	17	13	0	0	0	0	30	1.4
	Percent:	57%	43%	0%	0%	0%			
2.	Number:	30	0	0	0	0	0	30	1.0
	Percent:	100%	0%	0%	0%	0%			
3.	Number:	23	7	0	0	0	0	30	1.2
	Percent:	77%	23%	0%	0%	0%			
4.	Number:	18	12	0	0	0	0	30	1.4
	Percent:	60%	40%	0%	0%	0%			
5.	Number:	15	15	0	0	0	0	30	1.5
	Percent:	50%	50%	0%	0%	0%			
6.	Number:	16	14	0	0	0	0	30	1.5
	Percent:	53%	47%	0%	0%	0%			
7.	Number:	11	19	0	0	0	0	30	1.6
	Percent:	37%	63%	0%	0%	0%			
8.	Number:	16	14	0	0	0	0	30	1.5
	Percent:	53%	47%	0%	0%	0%			
9.	Number:	22	8	0	0	0	0	30	1.3
	Percent:	73%	27%	0%	0%	0%			
10.	Number:	18	12	0	0	0	0	30	1.4
	Percent:	60%	40%	0%	0%	0%			
11.	Number:	20	10	0	0	0	0	30	1.3
	Percent:	67%	33%	0%	0%	0%			
12.	Number:	17	13	0	0	0	0	30	1.4
	Percent:	57%	43%	0%	0%	0%			
13.	Number:	24	6	0	0	0	0	30	1.2
	Percent:	80%	20%	0%	0%	0%			
14.	Number:	25	5	0	0	0	0	30	1.2
	Percent:	83%	17%	0%	0%	0%			
15.	Number:	17	13	0	0	0	0	30	1.4
	Percent:	57%	43%	0%	0%	0%			
16.	Number:	20	10	0	0	0	0	30	1.3
	Percent:	67%	33%	0%	0%	0%			
17.	Number:	2	28	0	0	0	0	30	1.9
	Percent:	7%	93%	0%	0%	0%			
18.	Number:	24	6	0	0	0	0	30	1.2
	Percent:	80%	20%	0%	0%	0%			
19.	Number:	23	7	0	0	0	0	30	1.2
	Percent:	77%	23%	0%	0%	0%			

* See Appendix B; page 37 for questions

Table 6 displayed how the male counseling students answered the survey and Table 7 exhibited how the female counseling students responded. On question 13, sixty-four percent of the males and 71 percent of the females said that they sometimes couldn't get to sleep because an idea keeps running through their mind. One hundred percent of the males and 94 percent of the females responded that for parents, they thought it was more important to help their children develop their affections rather than teach their children how to control emotions. Of the males 73 percent while 94 percent of the females stated when asked question 17, that they could not always keep the expression of their feelings under exact control. Question 18 asked if someone got mad at me, would they try to calm that person down or get irritated. The male students reacted by 100 percent and the females by 76 percent, that they would try to calm that person down.

Table 8 showed the responses from the counselors and administrators when asked question 3. The administrators answered by 88 percent that they always were glad to join a large gathering, for example, a party, dance, or public meeting. The counselors responded by only 57 percent. The Chi-square value of 71.05 is significant at $p<.00$. Therefore, the null hypothesis was rejected. Counselors and administrators showed that their social perceptions $p<.05$. Table 8 showed that administrators are more social than counselors.

Table 9 showed the responses from the counselors and administrators when asked question 11, which queried if it is a higher compliment to be called a person of real feeling or a consistently reasonable person. The counselors reacted with

Table 6

Frequency and Percentage Data of Responses to the Personality Traits Survey by Male Counseling Students

Sam Houston State University

SURVEY OF MALE COUNSELING STUDENTS PERSONALITY PERCEPTIONS

Total Responding: 11 NR=No Response Date: 4-4-94

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	11	0	0	0	0	0	11	1.0
	Percent:	100%	0%	0%	0%	0%			
2.	Number:	0	11	0	0	0	0	11	2.0
	Percent:	0%	100%	0%	0%	0%			
3.	Number:	5	6	0	0	0	0	11	1.5
	Percent:	45%	55%	0%	0%	0%			
4.	Number:	6	5	0	0	0	0	11	1.5
	Percent:	55%	45%	0%	0%	0%			
5.	Number:	7	4	0	0	0	0	11	1.4
	Percent:	64%	36%	0%	0%	0%			
6.	Number:	7	4	0	0	0	0	11	1.4
	Percent:	64%	36%	0%	0%	0%			
7.	Number:	3	8	0	0	0	0	11	1.7
	Percent:	27%	73%	0%	0%	0%			
8.	Number:	8	3	0	0	0	0	11	1.3
	Percent:	73%	27%	0%	0%	0%			
9.	Number:	6	5	0	0	0	0	11	1.5
	Percent:	55%	45%	0%	0%	0%			
10.	Number:	4	7	0	0	0	0	11	1.6
	Percent:	36%	64%	0%	0%	0%			
11.	Number:	9	2	0	0	0	0	11	1.2
	Percent:	82%	18%	0%	0%	0%			
12.	Number:	4	7	0	0	0	0	11	1.6
	Percent:	36%	64%	0%	0%	0%			
13.	Number:	7	4	0	0	0	0	11	1.4
	Percent:	64%	36%	0%	0%	0%			
14.	Number:	11	0	0	0	0	0	11	1.0
	Percent:	100%	0%	0%	0%	0%			
15.	Number:	8	3	0	0	0	0	11	1.3
	Percent:	73%	27%	0%	0%	0%			
16.	Number:	5	6	0	0	0	0	11	1.5
	Percent:	45%	55%	0%	0%	0%			
17.	Number:	3	8	0	0	0	0	11	1.7
	Percent:	27%	73%	0%	0%	0%			
18.	Number:	11	0	0	0	0	0	11	1.0
	Percent:	100%	0%	0%	0%	0%			
19.	Number:	5	6	0	0	0	0	11	1.5
	Percent:	45%	55%	0%	0%	0%			

* See Appendix B; page 37 for questions

Table 7

Frequency and Percentage Data of Responses to the
Personality Traits Survey by Female Counseling Students

Sam Houston State University
SURVEY OF FEMALE COUNSELING STUDNETS PERSONALITY PERCEPTIONS

Total Responding: 17 NR=No Response Date: 4-4-94

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1.	Number:	17	0	0	0	0	0	17	1.0
	Percent:	100%	0%	0%	0%	0%			
2.	Number:	17	0	0	0	0	0	17	1.0
	Percent:	100%	0%	0%	0%	0%			
3.	Number:	11	6	0	0	0	0	17	1.4
	Percent:	65%	35%	0%	0%	0%			
4.	Number:	11	6	0	0	0	0	17	1.4
	Percent:	65%	35%	0%	0%	0%			
5.	Number:	7	10	0	0	0	0	17	1.6
	Percent:	41%	59%	0%	0%	0%			
6.	Number:	7	10	0	0	0	0	17	1.6
	Percent:	41%	59%	0%	0%	0%			
7.	Number:	5	12	0	0	0	0	17	1.7
	Percent:	29%	71%	0%	0%	0%			
8.	Number:	10	7	0	0	0	0	17	1.4
	Percent:	59%	41%	0%	0%	0%			
9.	Number:	12	5	0	0	0	0	17	1.3
	Percent:	71%	29%	0%	0%	0%			
10.	Number:	9	8	0	0	0	0	17	1.5
	Percent:	53%	47%	0%	0%	0%			
11.	Number:	13	4	0	0	0	0	17	1.2
	Percent:	76%	24%	0%	0%	0%			
12.	Number:	9	8	0	0	0	0	17	1.5
	Percent:	53%	47%	0%	0%	0%			
13.	Number:	12	5	0	0	0	0	17	1.3
	Percent:	71%	29%	0%	0%	0%			
14.	Number:	16	1	0	0	0	0	17	1.1
	Percent:	94%	6%	0%	0%	0%			
15.	Number:	9	8	0	0	0	0	17	1.5
	Percent:	53%	47%	0%	0%	0%			
16.	Number:	9	8	0	0	0	0	17	1.5
	Percent:	53%	47%	0%	0%	0%			
17.	Number:	1	16	0	0	0	0	17	1.9
	Percent:	6%	94%	0%	0%	0%			
18.	Number:	13	4	0	0	0	0	17	1.2
	Percent:	76%	24%	0%	0%	0%			
19.	Number:	12	5	0	0	0	0	17	1.3
	Percent:	71%	29%	0%	0%	0%			

* See Appendix B; page 37 for questions

78 percent, while the administrators tallied only 41 percent. When the Chi-square test was run, it showed a chi-square value of 44.86, which is significant at p<.00. Therefore, the null hypothesis was rejected. Counselors and Administrators and their feeling showed a p<.05. Table 9 showed that counselors are "real feeling" and administrators are "reasonable people".

Table 10 showed that a Chi-square analysis was run on question 4, which asked if counselors and administrators got in a state of tension and turmoil. Counselors reported by 61 percent and administrators by 53 percent in the affirmative. The Chi-square value showed a -0.35 which is not significant at p<.05. The significance showed 1.00. Therefore, the null hypothesis was accepted. Counselors and administrators appeared to have little differences in their "state of tension".

Table 11 showed the Chi-square analysis on question 13, which showed no noticeable difference in counselors and administrators. They were asked if they sometimes couldn't get to sleep because an idea kept running through their mind. The Chi-square value of -15.76 was not significant at p<.05. The significance showed 1.00, which represents no significant difference. Therefore, the null hypothesis was accepted. Little difference was shown between counselors and administrators when effected by their "stress and sleep".

Figure 1 represents question 11 on the survey. When counselors and administrators were asked if it is a higher compliment to be called a person of real feeling or a consistently reasonable person, they responded as shown on the figure. Fifty percent of the counselors and 15 percent of the administrators agreed that they felt it was a higher compliment to be called a person of real feeling.

Table 8

Chi-Square Analysis of Counselors and Administrators Social Perception

Chi-Square: 71.05 Phi: 1.26
Significance: 0.00 Cramer's V: 1.26

Cell Count Row % Column % Total %	Data File: PERSONALITY TRAITS SURVEY		
	Counselors	Administrators	SOCIAL Totals
No	12 85.71 42.86 26.67	2 14.29 11.76 4.44	14 31.11
Yes	16 51.61 57.14 35.56	15 48.39 88.24 33.33	31 68.89
MAJOR Totals	28 62.22	17 37.78	45 100.00

Survey Question: 3. I am always glad to join a large gathering.
a. Yes b. No

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Table 9

Chi-Square Analysis of Counselors and Administrators Feeling Perceptions

Chi-Square: 44.86 Phi: 1.00
Significance: 0.00 Cramer's V: 1.00

Cell Count Row % Column % Total %	Data File: PERSONALITY TRAITS SURVEY		
	Counselors	Administrators	FEELING Totals
Real Feeling	22 75.86 78.57 48.89	7 24.14 41.18 15.56	29 64.44
Reasonable Person	6 37.50 21.43 13.33	10 62.50 58.82 22.22	16 35.56
MAJOR Totals	28 62.22	17 37.78	45 100.00

Survey Question: 11. It is a higher compliment to be called

a. a person of real feeling
b. a consistently reasonable person

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Table 10

Chi-Square Analysis of Counselors and Administrators Stress Perception

Chi-Square: -0.35 Phi: -NAN(001).00
Significance: 1.00 Cramer's V: -NAN(001).00

Cell Count Row % Column % Total %	Data File: PERSONALITY TRAITS SURVEY		
	Counselors	Administrators	STRESS Totals
No	11 57.89 39.29 24.44	8 42.11 47.06 17.78	19 42.22
Yes	17 65.38 60.71 37.78	9 34.62 52.94 20.00	26 57.78
MAJOR Totals	28 62.22	17 37.78	45 100.00

Survey Question: 4. I sometimes get in a state of tension and turmoil as I think of the day's happening.
a. yes b. no

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Table 11

Chi-Square Analysis of Counselors and Administrators Effected by Stress and Sleep

Chi-Square: -15.76 Phi: -NAN(001).00
Significance: 1.00 Cramer's V: -NAN(001).00

Cell Count Row % Column % Total %	Data File: PERSONALITY TRAITS SURVEY		
	Counselors	Administrators	SLEEP Totals
True	19 54.29 67.86 42.22	16 45.71 94.12 35.56	35 77.78
False	9 90.00 32.14 20.00	1 10.00 5.88 2.22	10 22.22
MAJOR Totals	28 62.22	17 37.78	45 100.00

Survey Question: 13. I sometimes can't get to sleep because an idea keeps running through my mind.
a. True B. False

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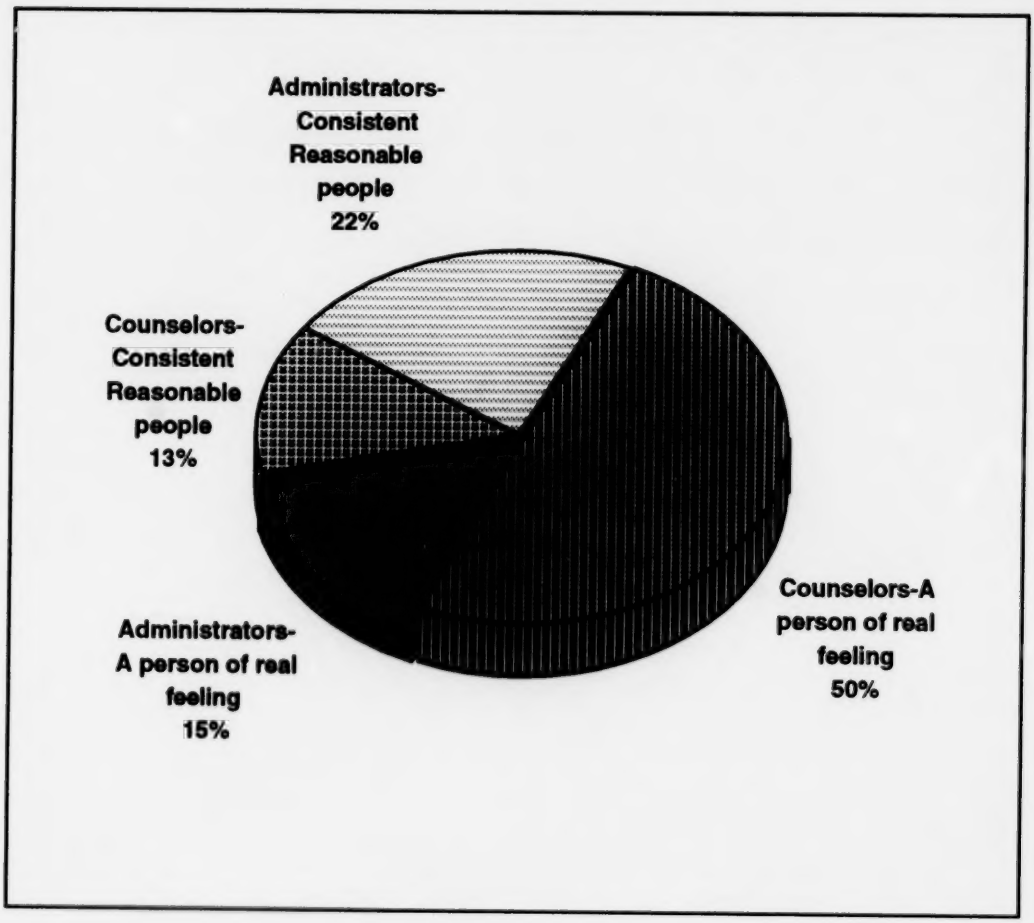
Twenty-two percent of the administrators and 13 percent of the counselors responded that it was a higher compliment to be called "a consistently reasonable person."

Figure 2 represented in the form of a bar graph how the counselors and administrators responded to six questions asked on the survey. As shown on the other tables, there is a significant difference in how the counselors and administrators answered question 11, concerning "real feeling" and "being a reasonable person".

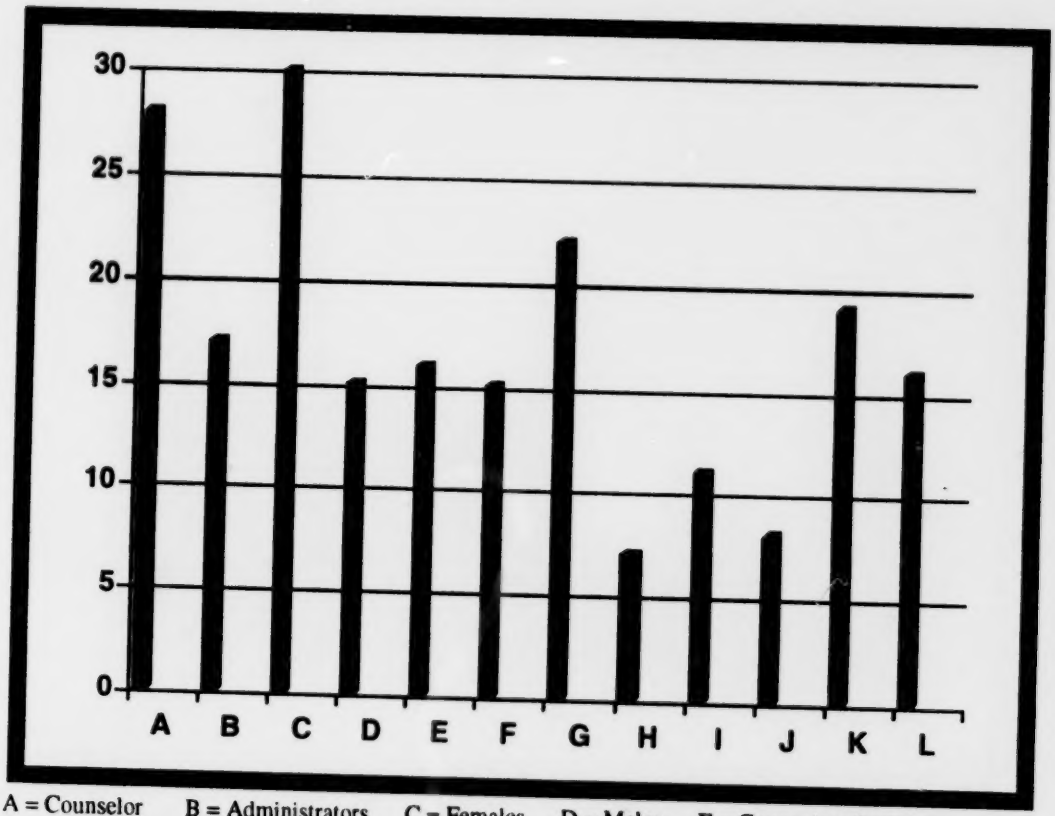


Question # 11 from Survey: It is a higher compliment to be called

a. a person or real feeling
b. a consistently reasonable person

Figure 1

Analysis of Counselors and Administrators Feeling Perceptions



A = Counselor B = Administrators C = Females D = Males E = Counselors Social
F = Administrators Social G = Counselors Feeling H = Administrators Feeling I = Counselors Stress
J = Administrators Stress K = Counselors Effecteted by Feelings L = Administrators Effected by Feelings

Questions from Survey:

A & B represent 1. Choose the answer that applies to you. I am
a. counseling student b. supervision/administration student

C & D represent 2. Sex
a. Female b. male

E & F represent 3. I am always glad to join a large gathering, for example, a party, dance, or public meeting.
a. yes b. no

G & H represent 11. It is a higher compliment to be called
a. a person or real feeling b. a consistently reasonable person

I & J represent 4. I sometimes get in a state of tension and turmoil as I think of the day's happenings
a. yes b. no

K & L represent 13. I sometimes can't get to sleep because an idea keeps running through my mind.
a. true b. false

Figure 2

Frequency Responses to the Personality Traits Survey

Chapter 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

This study set out to determine if there were distinguishing personality traits that counselor candidates possessed. To accomplish this a survey was conducted comparing graduate counseling student with supervision/administrative students. The surveys were analyzed and frequency and percentage tables were generated as well as chi-square test were completed on select questions.

Previous research cited in the review of the literature suggest that there were specific personality traits for male and female counselor candidates. Although it was proven difficult to do so, research has even gone as far as distinguishing traits for effective and ineffective counselors. Effective counselors candidates may be characterized as confident, friendly, accepting, outgoing, efficient, and assertive. High rated counselors showed significant more nurturing, affiliation, anxiety, and conformity in the studies. They also ranked high on Social and Artistic codes on the Vocational Preference Inventory.

Studies surveying the opinions of others concerning personality characteristics of effective counselors and counselor candidates have also been explored. These studies came up with outstanding traits. Understanding, one who keeps confidences, neat in appearance, accepting, and a good listener are some traits they ranked as top characteristics of a counselor.

Those studies focusing on the differences between personality traits of counselors and educators/administrators have found that counselors and teachers

are more similar than different in their perceptions of students, interpersonal values, and reactions to frustrations. One study found some evidence that counselors trainees are more oriented toward personal interactions and more seeking of service and advancement than are teacher taking graduate work. The counselor trainees would appear more causal, more outgoing, and less philosophically minded. Another study indicated that counselor candidates tend to possess more scholastic aptitude than than candidates majoring in noncounseling areas. Counselors candidates ranked high in restraint, emotional stability, personal relations, and tend to be more social.

Conclusions

As shown on Table 9, the Chi-square value of 44.86 is significant at $p<.05$. This test showed the responses of counselors and administrators when asked if they were persons of "real feelings" or "consistently reasonable people". The null hypothesis is rejected because there was a significant difference shown in personality traits of graduate counseling students compared to education administrative/supervision students.

This study found that there were distinguishing personality traits possessed by counselor candidates. It also showed that there were shared traits between the two groups as demonstrated in Tables 10 and 11.

Recommendations

A recommendation for future studies would be to extend the study to professional counselors and administrators working in the field. Little was known about the personality traits of administrative students before doing this

study, therefore, an intensive study of their personality traits would be recommended before conducting future comparative studies.

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Appendix A

March 14, 1994

Dear Graduate Students:

The enclosed questionnaire is for a research project that will study the personality traits of the graduate counseling student as compared to the supervision-administration students. I would appreciate you answering each question on the attached Scantron. All data will be reported as grouped data, so it will not be necessary for you to put your name on the questionnaire. All information that you share with me will be held in strict confidence.

Please return the complete questionnaire to either Dr. McGee and Dr. Henderson as soon as possible. I will share the study results with you when completed.

Thank you very much for your time!

Sincerely yours,

Pat Ledyard

QUESTIONNAIRE

Directions:

This survey is a research project that is studying the personality traits of the graduate counseling student as compared to the supervision/administration students. Please do not put your name on the Scantron. All data will be reported as grouped data. Choose the best answer to each question, and carefully mark the Scantron so that no stray marks are present. Erase completely if you at first answer incorrectly. Thank you very much for your time! I will share the study results with you when completed.

1. Choose the answer that applies to you. I am
   a. counseling student
   b. supervision/administration student

2. Sex
   a. Female b. Male

3. I am always glad to join a large gathering, for example, a party, dance, or public meeting.
   a. yes b. no

4. I sometimes get in a state of tension and turmoil as I think of the day's happenings.
   a. yes b. no

5. In school I preferred:
   a. music b. handwork and crafts

6. I hold back from criticizing people and their ideas.
   a. yes b. no

7. I talk about my feelings;
   a. only if necessary b. readily, whenever, I have a chance

8. When something really makes me furious, I find I calm down again quite quickly.
   a. yes b. no

9. In carrying out a task, I am not satisfied unless even the minor details are given close attention.
   a. true b false

10. I like it when I know so well what the group has to do that I naturally become the one in command.
    a. yes b. no

11. It is a higher compliment to be called
    a. a person of real feeling
    b. a consistently reasonable person

12. Do you tend to have
    a. broad friendships with many different people
    b. deep friendships with a very few people

13. I sometimes can't get to sleep because an idea keeps running through my mind.
    a. true b. false

14. For parents, it is more important to:
    a. help their children develop their affections
    b. teach their children how to control emotions

15. I feel a need every now and then to engage in a tough physical activity.
    a. yes b. no

16. I sometimes doubt whether people I am talking to are really interested in what I am saying.
    a. yes b. no

17. I am always able to keep the expression of my feelings under exact control.
    a. yes b. no

18. If someone got mad at me, I would:
    a. try to calm that person down
    b. get irritated

19. In thinking of difficulties in my work I:
    a. try to plan ahead, before I meet them
    b. assume I can handle them when they come